

Mark Scheme (Results)

Summer 2012

International GCSE Turkish (4TU0)
Paper 01

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Assessment criteria

Assessment criteria reflects the standards expected for IGCSEs. It will therefore not be necessary for candidates to perform 'perfectly' in order to attract the highest marks available in each assessment criteria grid. References to 'standard' should be interpreted in this context.

Major errors

These may include, for example, the consistent mismatching of subject and verb forms, use of inappropriate tenses and/or incorrect vocabulary.

Minor errors

These may include, for example, the occasional omission of accents, incorrect gender, article, slight spelling errors.

Awarding marks

Marks are awarded positively using the following assessment criteria grids. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine if a candidate should gain the upper or lower number of marks in the box, it is important to refer to the boxes above and below. If the candidate's performance borders more on the performance of the box below than the box above, then the lower mark is allocated. On certain occasions, a candidate's performance may require a 'best fit' mark.

Question Number	Answer	Mark
1	Sentences Testing grammatical knowledge This part of the paper is marked out of fifteen. 3 marks per sentence 3 X 5 = 15 marks Deduct ½ mark for each minor error.	(15)

Question Number	Answer	Mark
1 (a)	Nisan ayının sonlarında İngiltere’de belediyeler, Kraliyet Evlilik Töreni sokak kutlamaları için yapılan başvurularda bir artış olduğunu gördüler.	(3)

Question Number	Answer	Mark
1 (b)	Alp Britanya Müzesini hiç ziyaret etmemiştir, o müzede şu sıralar bulunan Mısır Sergisine gidip, görmeyi çok istiyor.	(3)

Question Number	Answer	Mark
1 (c)	Selin 2012 Londra Olimpiyatlarında gönüllü görevli oldu, bazı etkinliklere bilet almak ihtiyacı duymayacak.	(3)

Question Number	Answer	Mark
1 (d)	Doruk uygun bir işe girer girmez son model bir araba almak istiyor.	(3)

Question Number	Answer	Mark
1 (e)	Aysun bahar nezlesinden rahatsızdır fakat bunun için hiç doktora gitmemiş.	(3)

Question 2 – Translation Into Turkish

Marks are awarded for transmission and quality of language, using the following assessment criteria grids.

Transmission	Mark
No language worthy of credit.	0
Only the very basic points are transmitted successfully with some very straightforward sections totally misunderstood. The style is often incomprehensible. Communication is frequently impaired.	1-3
Only the more straightforward and concrete points are transmitted successfully. Very little or no awareness of nuance and/or idiom. Several sections totally misunderstood. The style is incoherent with communication impaired at times.	4-6
The main points, usually narrative and concrete, are conveyed successfully for the most part, although problems are encountered with more complex language. Inference, nuance and idiom transmitted successfully on occasions. Some passages misunderstood and attempts at rephrasing only partially successful. The style is not always coherent.	7-9
A generally very competent rendering of the original text with grasp of most detail, nuance and idiom. Some passages, usually more complex, misinterpreted. Some successful attempts at rephrasing. The style is generally pleasing.	10-12
Excellent transmission skills with clear grasp of detail. Excellent transfer of inference, nuance and idiom. Pleasant to read.	13-15

Quality of language	Mark
No language worth of credit.	0
A very high incidence of basic error in all aspects of grammar, syntax and morphology. Basic lexis and structures appropriate to the task are unknown. No awareness of tense concept/time sequence. Large sections totally misunderstood. Communication impaired. Very little worthy of credit.	1-2
Some inaccuracies in basic grammar, although narrative sections, usually short and straightforward, are in general correct. Lexis and structures appropriate to the task restricted with some often quite basic items unknown. At times some fairly basic problems with tense concept/time sequence. Use of given adjectives and/or adverbial phrases occasionally evident, though these are likely to be only partially successful. Often quite difficult to follow.	3-4

Largely accurate when using simple, short phrases: incidence of error increases in more complex language. Lexis and structures appropriate to the task tend to be adequate, with several items unknown. Some use of given adjectives and/or adverbial phrases with some degree of success. About half of what is written should be free of major errors. Not always easy to read.	5-6
A high level of accuracy overall, however with occasional basic errors, usually in more complex language. Uses a wide range of lexis and structures appropriate to the task with occasional lapses. Grasp of tense concept/time sequence generally secure, although occasional lapses are evident. Pleasant to read for the most part.	7-8
A very high level of accuracy with only minor errors. Confident use of a wide range of lexis and structures appropriate to the task. Excellent grasp of tense concept/time sequence. Very pleasant to read overall, although not necessarily flawless.	9-10

Question Number	Answer	Mark
2	<p>Engelliler Olimpiyatları</p> <p>1948'de Sör Ludwig Guttman, İngiltere'nin Stoke Mandeville'de İkinci Dünya Savaşında omurilikleri zedelenmiş gazilerinin katılacağı bir spor karşılaşması düzenledi. Dört yıl sonra oyunlara Hollanda'dan da yarışmacılar katıldı ve böylece uluslararası bir oluşum doğdu. Engelli atletler için ilk defa Olimpik tarzda oyunlar 1960 yılında Roma'da düzenledi, şimdi bu oyunlar Engelliler Olimpiyatları olarak anılmaktadır. 1976 yılında Toronto'da diğer engelli gurupları da oyunlara eklenmişti ve farklı engelli guruplarının bir uluslararası spor yarışması altında biraraya toplanması fikri doğmuş oldu. Aynı yıl, İsveçte ilk Kış Engelliler Olimpiyat Oyunları gerçekleşti.</p> <p>Bu gün, Engelliler Olimpiyatları engelli sporcular için seçkin bir spor karşılaşması durumundadır. Bununla birlikte, oyunlar, katılımcı sporcuların sakatlıklarını değil onların başarılarını vurgulamaktadır. Oluşum ilk günlerinden bu yana çok çarpıcı biçimde büyümüştür. Yaz Engelliler Olimpiyat Oyunlarına katılım 1960 Roma</p>	

	<p>oyunlarında sporcu katılımı 23 ülkeden 400 sporcuyken, 2008 Pekin’de 146 ülkeden 3,951 sporcu olarak artmıştır.</p> <p>Engelliler Olimpiyat Oyunları her zaman Olimpiyat Oyunlarıyla aynı yıl içinde gerçekleştirilmiştir. 1988 Seul Yaz Engelliler Olimpiyat Oyunları ve 1992 Albertville Kış Engelliler Olimpiyat Oyunlarından bu yana müsabakalar Olimpiyat Oyunlarıyla aynı tesislerde yapılmıştır. 19 Haziran 2001 tarihinde, Uluslararası Olimpiyat Oyunları Komitesi ile Uluslararası Engelliler Olimpiyat Oyunları Komitesi arasında bu varolan uygulamanın gelecekte sürmesini garantileyen bir sözleşme imzalanmıştır. 2012 oyunlarının teklif süreciyle beraber, Olimpiyat Oyunlarına ev sahipliği edecek kentin aynı zamanda Engelliler Olimpiyatlarına da ev sahipliği yapması zorunluğu gelmiştir.</p> <p>Bir sonraki 2012 Engelliler Olimpiyat Oyunlarına Britanya’nın Londra kenti ev sahipliği, 2014 Kış Engelliler Olimpiyatına Soçi ev sahipliği ve 2016 Olimpiyat Oyunlarına Rio ev sahipliği edeceklerdir.</p>	(25)
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Question 3 – Translation into English

Marks are awarded for transmission and quality of language, using the following assessment criteria grids.

Transmission	Mark
No language worthy of credit.	0
Only the very basic points are transmitted successfully with some very straightforward sections totally misunderstood. The style is often incomprehensible. Communication is frequently impaired.	1-3
Only the more straightforward and concrete points are transmitted successfully. Very little or no awareness of nuance and/or idiom. Several sections totally misunderstood. The style is incoherent with communication impaired at times.	4-6
The main points, usually narrative and concrete, are conveyed successfully for the most part, although problems are encountered with more complex language. Inference, nuance and idiom transmitted successfully on occasions. Some passages misunderstood and attempts at rephrasing only partially successful. The style is not always coherent.	7-9
A generally very competent rendering of the original text with grasp of most detail, nuance and idiom. Some passages, usually more complex, misinterpreted. Some successful attempts at rephrasing. The style is generally pleasing.	10-12
Excellent transmission skills with clear grasp of detail. Excellent transfer of inference, nuance and idiom. Pleasant to read.	13-15

Quality of language	Mark
No language worthy of credit.	0
A very high incidence of basic error in all aspects of grammar, syntax and morphology. Basic lexis and structures appropriate to the task are unknown. No awareness of tense concept/time sequence. Large sections totally misunderstood. Communication impaired. Very little worthy of credit.	1-2
Some inaccuracies in basic grammar, although narrative sections, usually short and straightforward, are in general correct. Lexis and structures appropriate to the task restricted with some often quite basic items unknown. At times some fairly basic problems with tense concept/time sequence. Use of given adjectives and/or adverbial phrases occasionally evident, though these are likely to be only partially successful. Often quite difficult to follow.	3-4

Largely accurate when using simple, short phrases: incidence of error increases in more complex language. Lexis and structures appropriate to the task tend to be adequate, with several items unknown. Some use of given adjectives and/or adverbial phrases with some degree of success. About half of what is written should be free of major errors. Not always easy to read.	5-6
A high level of accuracy overall, however with occasional basic errors, usually in more complex language. Uses a wide range of lexis and structures appropriate to the task with occasional lapses. Grasp of tense concept/time sequence generally secure, although occasional lapses are evident. Pleasant to read for the most part.	7-8
A very high level of accuracy with only minor errors. Confident use of a wide range of lexis and structures appropriate to the task. Excellent grasp of tense concept/time sequence. Very pleasant to read overall, although not necessarily faultless.	9-10

Question Number	Answer	Mark
3	<p>Istanbul; where the two continents meet</p> <p>As the capital of two successive, powerful empires, Istanbul really is a city of cultural contrasts. Any Istanbul travel guide will tell you; this is a place unlike any other you will ever visit, where ancient cathedrals and blue-domed mosques' minarets battle for control of the skyline. Formally known to the world as Constantinople, there is so much to see in this city of culture and history that as a tourist you will never possibly see it all.</p> <p>Both Byzantine and Ottoman Empires have left it a wealth of dazzling palaces, amazing underground cisterns, extraordinary bazaars and immense city walls that still impress today. Istanbul is also the modern face of Turkey with a new prosperity that has brought an array of plush bars and restaurants with a style that would make Paris jealous. It's safe to say that currently Istanbul has a reputation as one of the most fashionable cities in the world.</p> <p>To see the best of Istanbul's tourism gems travel down to Sultanahmet in the morning, where many of the city's ancient and fascinating monuments</p>	

are located. It's also one of the most beautiful parts of the city, so forget your camera at your peril. While you're at this part, slip on some comfortable shoes from one of the ancient cobbles and wonder around a few hours, and then you can take a break with a famous Turkish coffee alongside with a nargile. After lunch, you can visit the Grand Bazaar pick up some authentic Turkish goods like spices, carpets, souvenirs and a range of leather goods.

For those of you who prefer a more modern shopping experience then Taksim might be more your destination. When you take break we advise you to taste famous Beyoğlu desserts and ice cream. Here you'll find enough well known brands to keep you busy into the evening. And if after all that you still have the energy then the best area to start the night off is Beyoglu with its amazing rooftop bars and jazz clubs. The more adventurous of you can even finish off at the breathtaking Bosphorus in one of Ortaköy's many stylish nightclubs.

(25)

Question 4 – Writing (35 marks)

Marks are awarded for communication and content and quality of language, using the following assessment grid.

Communication and content	Mark
No language worthy of credit.	0
Task generally misunderstood with little relevant information conveyed. Much ambiguity, confusion and omission. Level of response minimal with only a few relevant phrases. Communication largely impaired. Time sequences rarely correct. Largely incomprehensible with the exception of isolated items. Very difficult to read.	1-4
Main points of the task understood but some points totally misunderstood. Some major omissions with a degree of irrelevance and/or repetition. Level of response fairly limited with little opinion and justification appropriate to the task. Functions predominantly in simple, concrete sentences for the most part. Some evidence of correct time sequences but mostly inconsistent and insecure. Just about comprehensible overall with, however, a marked degree of ambiguity. Not easy to read.	5-8
Majority of task completed, however, with some significant omissions. There may be some irrelevance. Goes beyond a minimal response with some expansion of ideas and straightforward opinion relevant to the task. Time sequences show a degree of ambiguity at times. Comprehensible overall with some attempt to link the piece into a coherent whole. Ambiguous in places especially in more ambitious language. Tends to be somewhat predictable.	9-12
Responds to nearly all of the task although there may be some omissions. Some relevant expansion at times. Provides evidence of description, narration and opinion as appropriate to the task. Time sequences generally sound with occasional lapses. A generally well structured piece of writing. A sound attempt overall to link the piece into a coherent whole with, however, some lapses. May be a little pedestrian and predictable or somewhat over-ambitious at times.	13-16
Responds fully and appropriately to the stimulus with excellent and relevant expansion. Gives detailed descriptions, expresses and justifies opinions as appropriate to the task. The time sequence is clear and unambiguous. A coherent piece of writing which is pleasant to read.	17-20

Quality of language	Mark
No language worthy of credit.	0
A high level of inaccuracy with very frequent and basic errors in grammar, syntax and morphology. There may be the occasional correct phrase. No awareness of tense concept/time reference. Vocabulary very basic with little or no evidence of correct use of basic structures. Communication is severely impaired overall. Extremely difficult to read.	1-3
Accuracy is inconsistent with frequent basic errors in grammar, syntax and morphology. Simple, short sentences are sometimes correct, but very little beyond. Range of vocabulary and structure very limited. Use of tense concept/time reference limited and often inappropriate. Limited success in attempts at enhancement of fact with adjectives and/or adverbial phrases. Not easy to read.	4-6
Fairly accurate in simple language, however tends to be inconsistent in application of grammar, syntax and morphology when attempting more complex language. Range of vocabulary, idiom and structure standard and somewhat predictable. Some inconsistency in use of tense concept/time reference. Some attempts at subordination and sentence linking which are only partially successful. Attempts enhancement of fact with adjectives and/or adverbial phrases with moderate success. About half of what is written should be free of major errors. Despite inaccuracies, the basic message is conveyed.	7-9
Generally accurate and secure in grammar, syntax and morphology with some lapses. Accuracy less secure when more complex language is attempted. Uses a good range of vocabulary, idiom and structure, which are for the most part appropriate to the task. Attempts at more ambitious structures not always successful. Generally a secure grasp of tense concept/time reference. Manipulates language to suit the task at hand, however with some errors. A wide range of vocabulary, idiom and structure may compensate for a lower level of accuracy. Generally easy to read despite the errors.	10-12
Predominantly accurate: free of all but minor errors in grammar, syntax and morphology. Uses a wide range of vocabulary, idiom and structure appropriate to the task with very little or no repetition. Excellent use of tense concept/time reference. Excellent examples of subordination and appropriate use of more complex structures. Clear ability to manipulate language with a high degree of accuracy to suit the purpose. Very pleasant to read, though not necessarily faultless.	13-15

4

- a) What can be done to slow down the climate change in the world? Explain your view points.

Dünyada iklim değişikliğini yavaşlatmak için neler yapılabilir? Fikirlerinizi olarak açıklayınız.

- b) Why do you think education is very important? Explain your reasons in detail.

Sizce eğitim neden çok önemlidir? Gerekçelerinizi ayrıntılı olarak açıklayınız.

- c) Describe a moving film you have seen recently.

Yakın zamanda gittiğiniz bir filmi tasvir ediniz.

OR

- d) Write a letter to a close friend, in Turkish, describing a festival of music or a sports event you recently attended.

Yakın bir arkadaşınıza son zamanlarda gittiğiniz bir müzik festivalini veya spor karşılaşmasını anlatan bir mektup yazınız.

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